Literacy and Academic Success for English Learners through Science (*LASErS*)

EDC proposes a development grant addressing Priority 4, subpart (b), working with Hartford Public Schools (HPS), Capitol Region Education Council (CREC), and Connecticut Science Center (CSC) to harness the combined power of school, home, and community, and the engaging context of science, to bolster language, literacy, and academic outcomes for English learners (ELs). Other partners: Hartford Foundation, Graustein Fund, iCohere learning system. *LASErS* will serve 2000 students. Yale Child Study Center will conduct the external evaluation.

LASeRS objectives: 1) establish a standards-aligned program of literacy supports for ELs, integrated across grades, content domains, and school, home, and community contexts; 2) build system-wide capacity to support young ELs; 3) create a statewide scale-up model via state educational service providers.

Activities: provide blended professional development (PD) to preK-G1 teachers; provide online coach training; engage EL families through school and CSC events and home toolkits for science activities; establish a leadership group of district, state, and national EL leaders to sustain and scale approach.

Outcomes: improved literacy skills for ELs; greater engagement of EL families in school/community; increased quality of teachers' EL literacy instruction; increased coaches' capacity to support teachers of ELs; and district-level changes in EL instructional practices. Long-term expectations: greater academic success of ELs; sustained high quality of schools' EL instruction; training/coaching of additional teachers; statewide adoption of model.

Features: using science as a vehicle to support young ELs' literacy gains; providing integrated supports to families; aligning with standards, across grades, and content domains; using technology to support PD and coach training; building system capacity to sustain model; engaging stakeholders to scale model.